

# ENGLISH LANGUAGE PROFICIENCY (ELP) ASSESSMENT REPORT

PRESENTED BY:

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OPI DATA ANALYST



# ELP ASSESSMENT

- Given to students that fall into one of two categories
  - Students with English as a 2<sup>nd</sup> language
  - Students with a language of impact other than English
- Required of English Learner (EL) students by the NCLB and continued requirement in the ESSA (Every Student Succeeds Act)
- ELP Test (ACCESS) given starting during 2011-2012 school year
  - Test is given in Dec-Jan (started online version in 2015-2016, but still available as a paper version)
  - Has the same domains as previous test
  - Scored on a different scale
- Previous test (Questar) given during 2007 - 2011 school years.
  - Test was given in Oct-Nov

# ACCESS TEST DOMAINS

- 4 Different Domains
  - Speaking
  - Reading
  - Listening
  - Writing
- 3 additional domains that are combo's.
  - Oral Language
    - 50% Listening and 50% Speaking
  - Literacy
    - 50% Reading and 50% Writing
  - Comprehension
    - 30% Listening and 70% Reading
- Each domain is scored from 1.0 -6.0
- Total Score is scored from 1.0 - 6.0
  - 15% Listening
  - 15% Speaking
  - 35% Reading
  - 35% Writing
  - Must take all 4 domain tests to receive a Total score

# ACCESS TEST SCORING

- Scoring Proficiency Levels
  - 1 – Entering
  - 2 – Beginning
  - 3 – Developing
  - 4 – Expanding
  - 5 – Bridging
  - 6 – Reaching
- Score of 3.2 means the students is “Developing” and scores at the 20<sup>th</sup> percentile of students in the “Developing” proficiency level.
  - Listening and Reading domain scores are capped at 4.0 and 5.0 for the Tier A and Tier B level tests.

# ACCESS TIERS

(TIERS NOT ASSIGNED IN 2016 FOR ONLINE TEST)

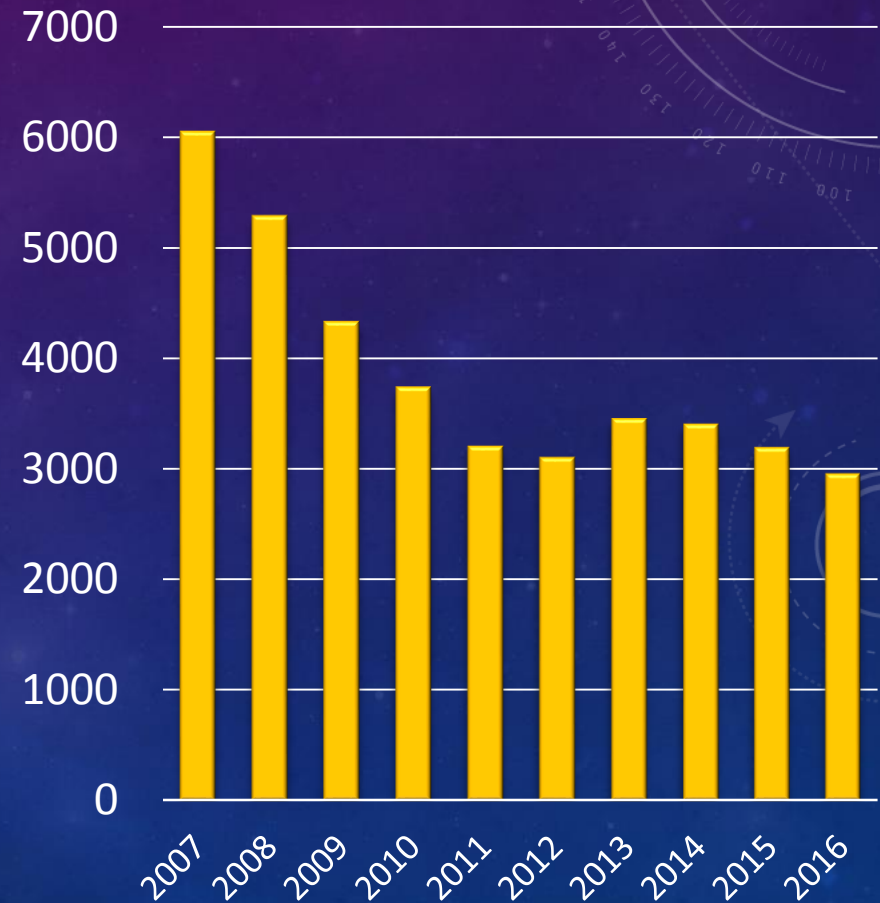
- Tier A
  - Students that are first year test takers and/or no other information is available about the student
- Tier B
  - Students that have taken the ELP test at least one year or students who school representatives have decided should not take Tier A
- Tier C
  - Students that achieved a 3.5 or higher score on Total Proficiency on the previous years test
- Kindergarten
  - Kindergarten students take a test that is specifically designed for Pre-K/K students.
  - Scored slightly differently than grades 1-12
    - Instructional Score (K-score)
      - Used by Teachers to determine how the student is developing in relation to the standards of a Kindergarten student.
    - Accountability Score
      - Same as the scoring scale used for grades 1-12
      - Determines if a student can be exited from the LEP program.

# 2015-2016 ELP TEST TAKERS

- 2962 Test Takers (11 on Alternate Test)

- 142 Kindergarten
- 353 Tier A
- 500 Tier B
- 1907 Tier C

# of ELP Test Takers

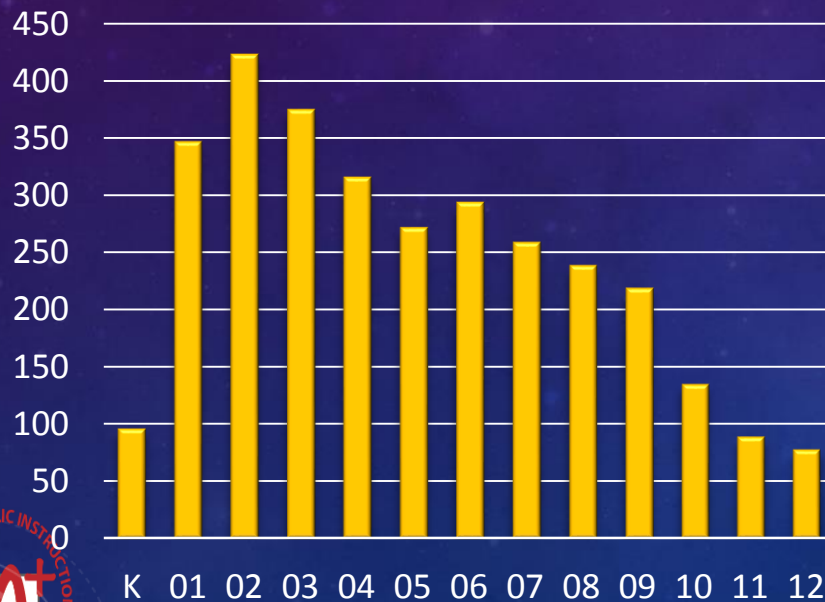




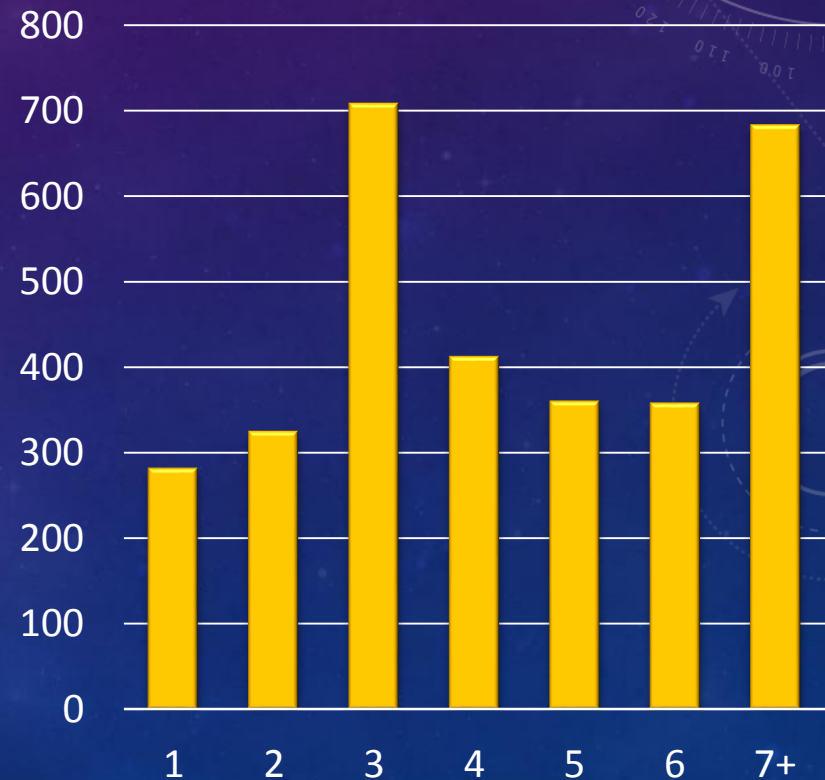
# EL STUDENT POPULATION

- Number of students by years being EL is about as expected.
  - Surplus of students with 6+ years

**Number of Students by Grade**



**# Students by # of years they have been EL (2015-2016)**



# MONTANA DEFINITION OF PROFICIENT

- Must score at least 4.0 on Literacy and 5.0 on Total Proficiency
  - Will change in 2017 – 2018 to 4.0 on all domains and 5.0 on Total Proficiency.
- Input from additional measures of reading, writing, or language development available from school assessments.



# MONTANA PROFICIENCY

- In 2015-2016 13.4% of students taking the ACCESS test scored as Montana Proficient
  - 394 students
- In 2014-2015 13.8% of students taking the ACCESS test scored as Montana Proficient
  - 442 students
    - 116 of these students took the test again in 2015-2016 and 62 or 53.4% scored Montana Proficient a 2<sup>nd</sup> time.
- In 2013-2014 14.8% of students taking the ACCESS test scored as Montana Proficient
  - 503 students
    - 166 of these students took the test again in 2014-2015 and 104 or 62.7% scored Montana Proficient a 2<sup>nd</sup> time.



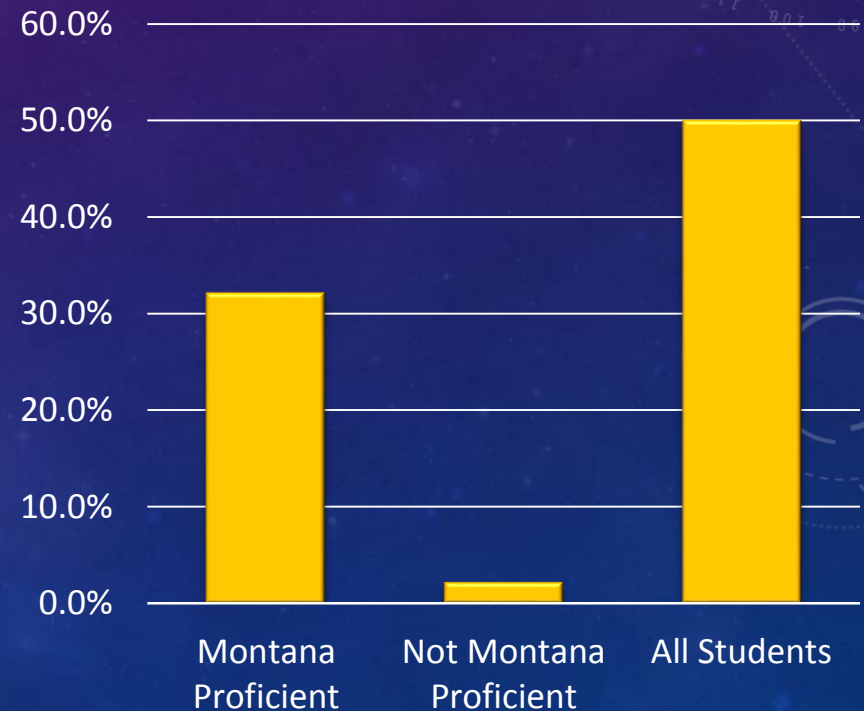
# 2015-2016 ELP TEST TAKERS ON THE SBAC

|                             |       | SBAC Reading Proficiency Level |                 |            |           |       |
|-----------------------------|-------|--------------------------------|-----------------|------------|-----------|-------|
|                             |       | Novice                         | Near Proficient | Proficient | Advanced  | Total |
| ELP Total Proficiency Level | 1.0   | 32<br>97%                      | 0<br>0%         | 0<br>0%    | 1<br>3%   | 33    |
|                             | 2.0   | 178<br>94%                     | 8<br>4%         | 2<br>1%    | 1<br>1%   | 189   |
|                             | 3.0   | 410<br>86%                     | 60<br>13%       | 4<br>1%    | 0<br>0%   | 474   |
|                             | 4.0   | 285<br>67%                     | 126<br>29%      | 16<br>4%   | 1<br>0%   | 428   |
|                             | 5.0   | 89<br>40%                      | 88<br>40%       | 40<br>18%  | 6<br>3%   | 223   |
|                             | 6.0   | 7<br>12%                       | 10<br>17%       | 27<br>45%  | 16<br>27% | 60    |
|                             | Total | 1001                           | 292             | 89         | 25        | 1407  |

# SBAC READING SCORES OF MONTANA PROFICIENT STUDENTS

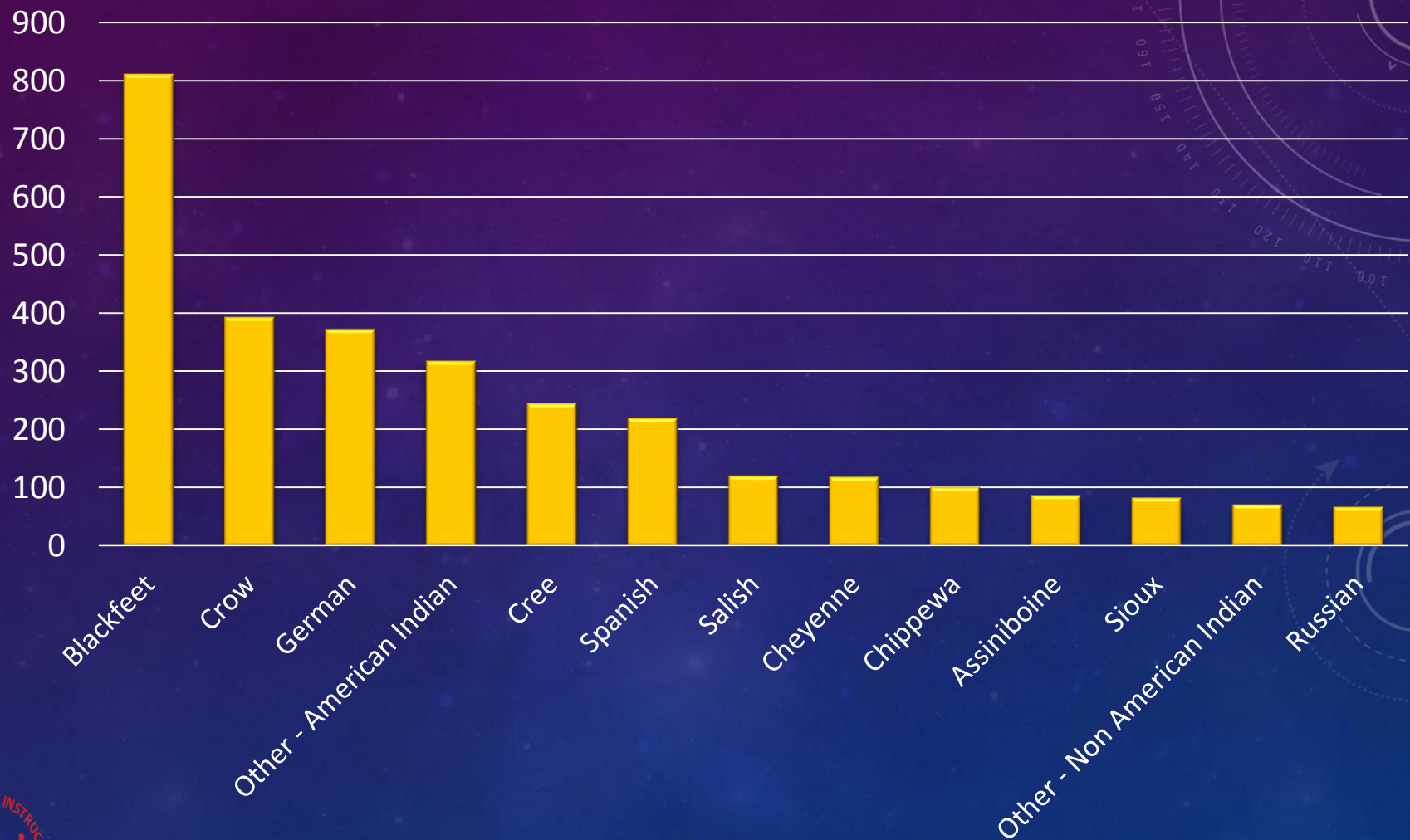
- Montana Proficient Students scored better on the SBAC reading assessment (Increased from last year – 16.5%).
- Of the 260 Montana Proficient students that also took the SBAC, 43 of them or 17% scored at least proficient on the SBAC Reading

**% Students Proficient on  
SBAC Reading**





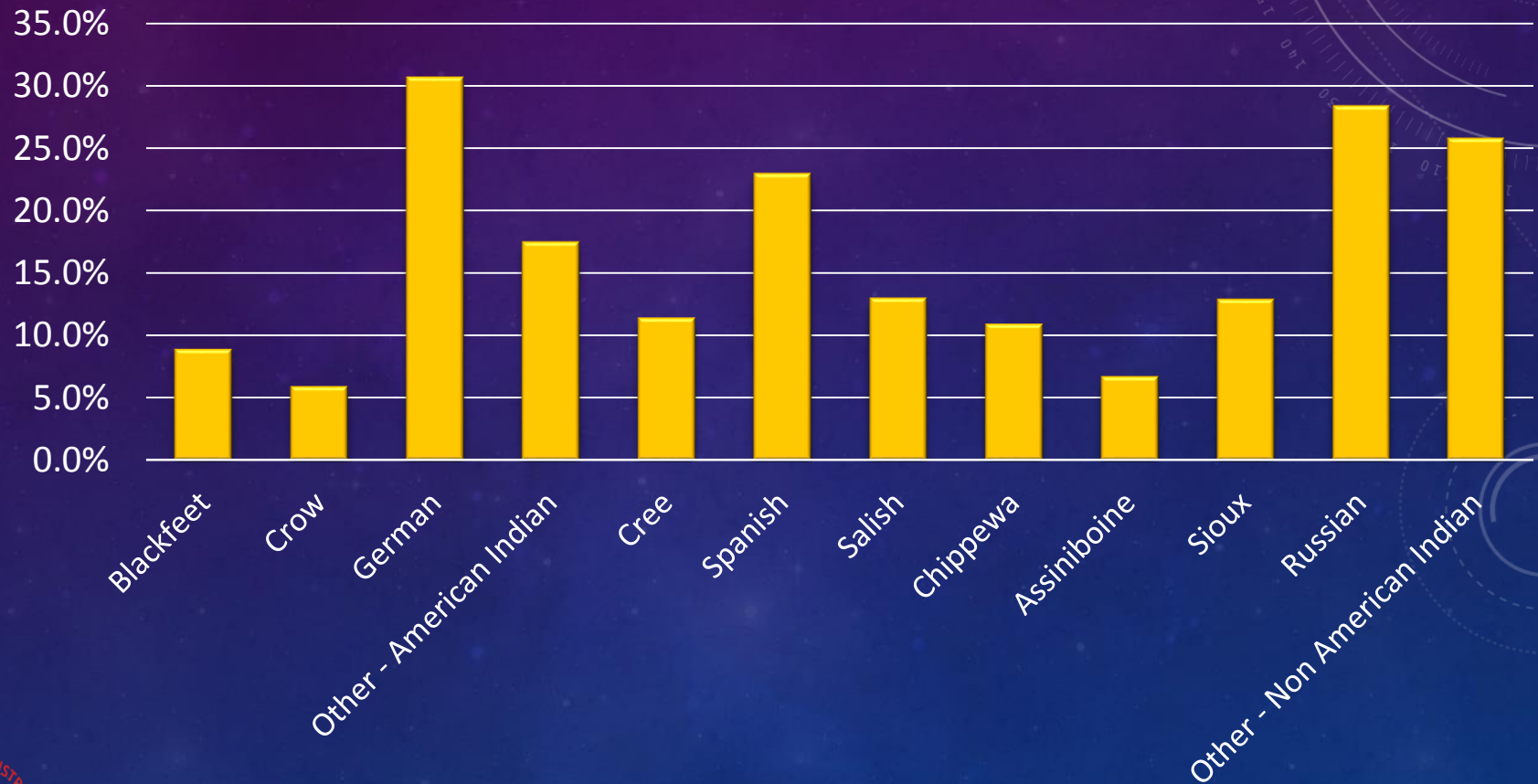
# NUMBER OF STUDENT BY LANGUAGE OF IMPACT



\*Includes all Current EL students and only Languages of Impact with 50 or more students

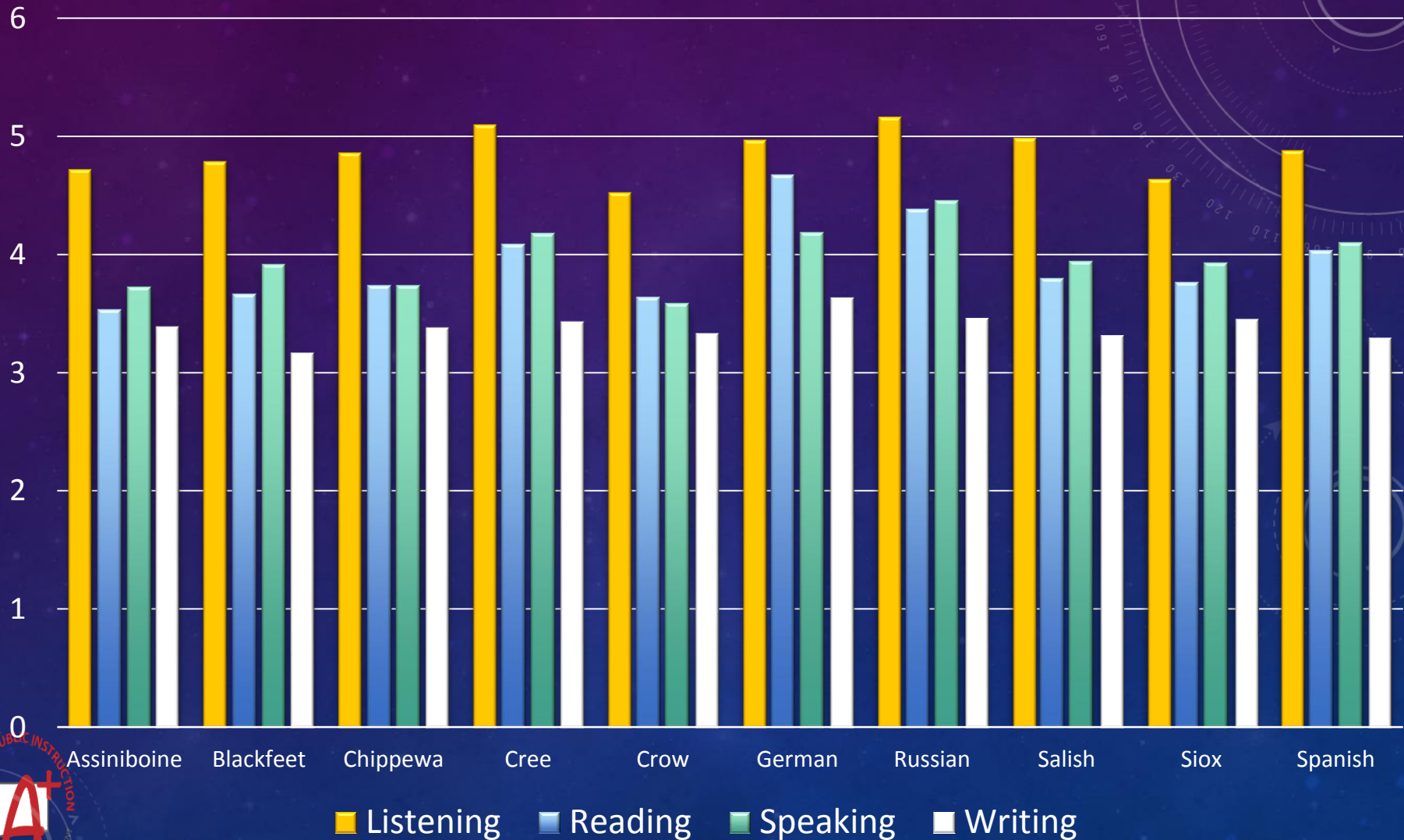
# COMPARING MT PROFICIENCY BY LANGUAGE OF IMPACT

## % Students Scoring MT Proficient



\* Includes only Languages of Impact with 50 or more students\*

# DOMAIN MEANS BY LANGUAGE OF IMPACT





# LEP STUDENT ATTENDANCE RATES

- 2015-2016
  - Current EL Students – 86.8% (156 days present)
  - Former EL Students – 89.1% (160 days present)
  - No EL Status Students – 93.3% (168 days present)
- Previous Years data is very similar

# DATA AVAILABLE ON GEMS

- ELP assessment has a page devoted to only that test.
  - <http://gems.opi.mt.gov/StudentAchievement/Dashboards/ELP%20Results%20Dashboard/ELPResultsDashboard.aspx>
  - Also available by going to the OPI [homepage](#) and following the correct links.
- Ability to look at domain score breakdowns by state, county, school district and school
- Compare to previous year's results on the ELP assessment.

# LOOK AT INDIVIDUAL STUDENT RESULTS!

- Is the student progressing?
  - Which areas do they need improvement?
- Is the student proficient?
  - Change status to Former EL
    - In 2015-2016 394 students tested as Montana Proficient
      - 117 of those students are currently marked as Current LEP in AIM.
      - 253 are marked as Former EL
      - 19 are not marked with any LEP status
      - 5 are no longer attending a public school in Montana
  - 80 Students that were Montana Proficient in 2014-2015 have tested Montana Proficient at least 3 times, with some of them up to 8 times.





# CHANGES TO LEP INFORMATION IN AIM

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Account Settings

Access Log

Cash, Johnny

Grade: 06 #18 DOB: 07/21/2003 Gender: M

Credit SummaryAssessmentBehaviorGraduationAdHoc LettersRecords Transfer

SummaryEnrollmentsScheduleAttendanceFlagsGradesTranscript

Person Summary Report

Person Summary Report w/ Picture

Print Mailing Label

Print Envelope

Person Information

PersonID  
1104

Name

Cash, Johnny

Nickname

Gender

M

Race Ethnicity

State Race/Ethnicity:

Federal Designation:

Race(s):

Hispanic/Latino:

Race/Ethnicity Determination:

6:White

White

N:No

No Image Available

Birth Date (Age: 11)

07/21/2003

Student Number

18

State ID

957689772

Person GUID

C9771FAC-A2DF-48E2-9BD9-96C0C4EAF03

Comments

- Modified by: Administrator, System 07/21/2014 11:46

Household \*\*Secondary

| Name | Relationship | Enrollment (grade) | Phone(s) | Email |
|------|--------------|--------------------|----------|-------|
|------|--------------|--------------------|----------|-------|

# ENTERING A NEW LEP STUDENT

Year **14-15** School **All Schools** Calendar **All Calendars**

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► Programs

**Cash, Johnny**

Grade: 06 #18 DOB: 07/21/2003 Gender: M

**LEP** LEP Assessments LEP Services LEP Accommodations

**Active LEP Record**

\*Program Status

Identified Date

Expected Exit Date

Program Exit Date

Parent Notified

Parent Declined ☐

**Census Information**


**\*\*To update read only fields, please go to Census->People->Identities**

Home Primary Language: Required Data Not Available

Language of Impact: Required Data Not Available

First Entered US School: No Data Available

Message from webpage

 Home Primary Language must be added to Census for Johnny Cash before LEP records can be added.

OK

Must enter in Home Primary Language first. LEP data is found in "Program Participation"

# ENTERING A NEW LEP STUDENT

Year: 14-15 School: All Schools Calendar: All Calendars

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**Cash, Johnny**  
Grade: 06 #18 DOB: 07/21/2003 Gender: M

Enrollments District Employment District Assignments Credentials

**Demographics** Identities Households Relationships

Save Delete Person Summary Report Demographics Data

**Person Information**

PersonID: 1104

\*Last Name: Cash \*First Name: Johnny Middle Name: Suffix:   
 \*Gender: Male \*Birth Date (Age: 11): 07/21/2003 Soc Sec Number:   
 No Image Available

**Race/Ethnicity (Edit)**

State Race/Ethnicity:   
 Federal Designation: 6:White   
 Race(s): White   
 Hispanic/Latino: N:No   
 Race/Ethnicity Determination:

Date Entered US: Date Entered US School:   
 Date Entered State School:   
 Home Primary Language:   
 Language of Impact:   
 Nickname:   
 Comments:   
 Upload Picture

- Modified by: Administrator, System 07/21/2014 11:56

System Administrator

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▶ Instruction

▼ Census

**People**

Households

Addresses

Add Person

Add Household

Add Address

Staff Locator

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- Enter in Home Primary Language and Language of Impact
- Found in "People" and "Demographics"



# ENTERING A NEW LEP STUDENT

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Add Person

Add Household

**Cash, Johnny**

Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP LEP Assessments LEP Services LEP Accommodations

**Active LEP Record**

\*Program Status

Identified Date

Expected Exit Date

Program Exit Date

First Year Monitoring:

Second Year Monitoring:

Parent Notified

Parent Declined ☐

Comments

- Modified by: Administrator, System 07/21/2014 12:02

**Census Information**

**\*\*To update read only fields, please go to Census->People->Identities**

Home Primary Language: eng: English

Language of Impact 06: Chinese

First Entered US School: No Data Available

- Enter LEP status
- Enter Identified Date
- Other information is optional

# EXITING AN LEP STUDENT

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Households

Addresses

Add Person

Add Household

**Cash, Johnny**

Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP

LEP Assessments

LEP Services

LEP Accommodations



Save



Delete

Active LEP Record

\*Program Status

Exited LEP

Re-Enter

Identified Date

10/05/2012

Expected Exit Date

Program Exit Date

1/14/2013

First Year Monitoring:

Second Year Monitoring:

Parent Notified

Parent Declined

☐

Comments

- Modified by: Administrator, System 07/21/2014 12:02

Census Information

**\*\*To update read only fields, please go to Census->People->Identities**

Home Primary Language:

eng: English

Language of Impact

06: Chinese

First Entered US School:

No Data Available

Enter in new LEP status

Enter Program Exit Date

Monitoring dates populate automatically

To Re-enter a student as LEP

OPI is working on entering statewide LEP Assessment data

# TITLE III TRACKING CHANGE

Year  School  Calendar

Index Search Help <

Cash, Johnny  
Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP LEP Assessments **LEP Services** LEP Accommodations

+ New Print Service History

| Service Type  | Start Date | End Date   |
|---------------|------------|------------|
| 01: Title III | 08/27/2012 | 06/05/2013 |

System Administrator  
▼ Student Information  
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- Title III no longer needs to be tracked in AIM
  - **State will assume all LEP students at a Title III school are Title III for reporting purposes.**
- Schools should still track exactly which students benefit from Title III funds in case they are audited. This does not need to be in Infinite Campus

# CONCLUSIONS

- Look at both your schoolwide and individual ELP test results.
- Remember to make changes for LEP students in AIM.
  - New EL Students
  - Dates
  - Former EL students
- ACCESS test
  - More difficult to become Montana Proficient
  - Is more indicative that a student is Former EL.
    - SBAC Results back up this claim
- Different races/languages of impact have different hurdles.
- ELP Data is available on the GEMS website.





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